

Running head: Teaching grammar to elementary students

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Introducing game based learning to develop grammar skills in elementary students

Daniela Salazar

Trabajo de grado presentado como requisito para obtener el título como Licenciado en
bilingüismo con énfasis en inglés

Universidad Tecnológica de Pereira

Facultad de bellas artes y humanidades

Licenciatura En Lengua Inglesa

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1. Acknowledgements

I should like to thank my parents Luz Estella Ramírez and Pedro Salazar for supporting me throughout this process. I have nothing but bunches of acknowledgements for them. They have been there, even when I have been elsewhere. Thank you for been there as my cheerleaders, you are my favorite fans. They more than anyone knew from up close, how much effort I have put in this process despite some inconveniences that came up, moreover you have always boosted me to achieve all I want. I know this is something very important for you both and for our family in general, this is why I dedicate all my triumphs and success to you; because of your dedication all these years, you deserve them.

Also I want to thank my teachers, especially professor Isabel Cristina who did a great effort coaching me, and who I will be always thankful with; her professionalism and knowledge contributed me a lot to present this project. On the other hand all teachers from the English language teaching program, I will always admire all of you. I know I will never be able to refund you all the knowledge and experience I have gain these years. You infected me with the teaching vocation and I will never forget that as you gave me the path for the rest of my life.

Finally, last but not least, universe, gods, or whatever is out there for throwing me in the English Language teaching program; even though wanted to select another area, situations drive me to select being a teacher and I am sure I will not regret, I am sure I would not have accomplish many things if it would not have been for that serendipity.

2. Abstract

This classroom project describes the implementation of game based learning approach to promote grammar skills in elementary students and the impact of using games in a Colombian context. Furthermore, shows the importance of implementing games as a tool to teach EFL learners in the Colombian context. The implementations were done considering as main approach game based learning, and because of circumstances evidenced throughout the implementations, speaking games became the principal focus. The population involved were 15 elementary students from 3rd grade from a public institution in Pereira, Risaralda. Students were exposed to 5 implementations of games to promote grammar, where was evidenced a great impact it had in students and where speaking turn out to be one of the most significant skills in being enhanced when using games. The pre service teacher, who was conducting its practicum, was in charge of adapting games and materials according to student's likes, interests and levels, moreover in charge of implementing games and guiding the classes, furthermore pre service teacher was in charge of analyzing and collecting data. Concerning the results, it was evidenced the effectiveness of using games to promote motivation and increase students participation. Also, games increased the self confidence in students and made easier elicitation and correction. On the other hand, as a result it was founded that games in this specific context promoted speaking skills more than writing or spelling. Based on the aforesaid, this project contributes to the field in a Colombian context and yield important results for future research in the field of learning and teaching EFL using games.

3. Resumen

Este proyecto de aula describe la implementación del enfoque de aprendizaje basado en juegos para promover las habilidades de gramática en los estudiantes de primaria y el impacto del uso de juegos en un contexto colombiano. Además, muestra la importancia de implementar los juegos como una herramienta para enseñar inglés como lengua extranjera, en el contexto colombiano. Las implementaciones se realizaron considerando como enfoque principal el aprendizaje basado en juegos, y debido a las circunstancias evidenciadas a lo largo de las implementaciones, los juegos de habla se convirtieron en el enfoque principal. La población involucrada fueron 15 estudiantes de primaria de 3er grado de una institución pública en Pereira, Risaralda. Los estudiantes estuvieron expuestos a 5 implementaciones de juegos para promover la gramática, donde se evidenció el gran impacto que tuvo en los estudiantes y donde hablar resultó ser una de las habilidades más significativas en ser mejorado al usar juegos. El maestro de pre-servicio, que estaba realizando su práctica, se encargó de adaptar los juegos y materiales de acuerdo con los gustos, intereses y niveles del estudiante; además de encargarse de implementar juegos y guiar las clases, también el profesor de pre-servicio se encargó de analizar y recoger datos para el presente proyecto. En cuanto a los resultados, se evidenció la efectividad del uso de juegos para promover la motivación y aumentar la participación de los estudiantes. Además, los juegos aumentaron la confianza en sí mismos en los estudiantes y facilitaron la elicitación y la corrección. Por otra parte, como resultado, se fundó que los juegos en este contexto específico promovían habilidades de expresión más que la escritura o la ortografía. Con base en lo anterior, este proyecto contribuye al campo en un contexto colombiano y da resultados importantes para futuras investigaciones en el campo del aprendizaje y la enseñanza del inglés como lengua extranjera mediante juegos.

4. Justification

In recent years, English language has become significant and day by day it is being paid more and more attention in Colombia. According to the Minister of Education (2014), not only English is being needed today, and learners are being demanded to communicate with foreigners day by day, but also, English language gives learners the access to many opportunities such as scholarships and better jobs. The study of English is now obligatory in all schools in Colombia; however, just 1% of the eleven graders reach a pre intermediate level. This is why the minister of education has opted to promote a bilingual project in order for students to reach the level where they see as more competitive. This project is called Colombia Bilingue 2014- 2018; here it is shown the effort Colombia is doing in order to reach the goal of bilingualism in the country.

In order to be a language user, certain capacities or competences are needed to be learnt, in order to be able to understand and communicate something. Taking into account the common European framework of reference (2001), a language user needs to accomplish certain competences and skills in order to be able to communicate and interpret messages. A language user is required to learn knowledge of sociocultural, linguistic and practical competences and based on that, understand and communicate messages in the appropriate way. One of the skills and competences that the common European Framework of reference requires that a language user develops is the linguistic competence, which has as part of it grammatical skills; therefore, in order to be bilingual, a person is required to develop grammatical competences to be considered as a language user.

The common European Framework of reference (2001), shows the importance of learning communicative competences by stating that normally, in daily life, all language users of any

language are asked to perform different tasks or activities that require certain competences or skills required to perform a task. Mostly for this project, linguistic competences will be taken into account. For instance grammatical rules, which is not only the knowledge of grammatical resources such as categories, structure, types of words, tenses, etc., on a specific language but also the capacity of use them, to communicate a message in the appropriate way. As in foregoing, in order to develop an appropriate level of English in learners, linguistic competences such as grammar need to be implemented in classes so language structure can be better improved in language users.

Taking into account the importance of grammatical competence a learner must develop, several methods and techniques have been created; some of them are games, songs and storytelling. However, this project mainly focuses on games which needs to be included when teaching elementary students since it creates a greater place in the classroom (Lee, 1979; Rixon, 1981, Uberman, 1998). According to Thornbury (2002), for many years grammar has been seen as the most controversial and least understood aspects of language teaching since many teachers remain indifferent to it; this is why, there is a need to implement strategies with which learners and teachers feel comfortable when teaching and learning grammar. Ersoz (2000) outlines two main reasons why games must be included in language teaching. First, games are highly motivating and challenging. Second, games allow students to practice language skills. These authors agree on the importance of using games in EFL and ESL lessons; therefore, taking proper advantage of them, will allows teachers to motivate students and create a comfortable place for them.

Taking into account previous experiences as observer and learner, I have notice several difficulties people have when they are exposed to grammar. Many people consider grammar not

only as boring, but also as the most difficult part of learning a foreign language; although it should be considered differently. Nguyen (2010) as a result of his research teaching grammar by the use of games, has found that almost every teacher only uses a textbook to teach grammar and does not create any type of game activity to teach it. The author also states that “teachers tend to lead a grammar lesson into a boring, hard-digesting experience to their students and surely, do not meet the need for more interesting and effective grammar classes” Many researchers such as Luong (2009), Riedle (2008), and further support from Zdybiewska (1994, as cited by Nguyen, 2010), agree on the idea that when there are difficulties when teaching grammar, the solution is teaching through games. Based on the aforesaid, the use of games in classroom becomes a key factor in order to make a grammar classes easy, motivating and interesting for students.

The generalization of this present classroom project would be a great contribution to the teachers and also students regarding EFL elementary teaching as the areas like students’ achievements, classroom management and classroom environment would be affected positively in the classroom by the use of games. Vital findings of this classroom project could be highly significant and beneficial specifically to the following:

Students: the findings of this classroom project will inspire, enlightened and become beneficial to the students from La Julita, first, since they will be learning basic grammatical structures through the use of games, in a motivating and comfortable game they will find themselves using the language correctly. Second, games will reduce students’ demotivation to learn English, mostly grammar. Finally, because games would create a great atmosphere in the classroom, where students’ will feel comfortable, therefore participation will be also enhanced and learning will be easier.

Teachers: This refers to the professional growth of teachers, their classes will become potential, teacher will have high participation in classroom, moreover student's motivation will be enhanced; therefore, the learning of grammatical structures will be raised and students using the language through the games will be better evidenced. At the same time through the use of game rules, teachers will find a way to control misbehavior and this way be able to guide better guide the class.

To conclude, the findings of this classroom project will redound to the benefit of the teachers and students principally from La Julita; as it will contribute to the EFL learning and teaching in terms of students participation, involvement, classroom management and of course students proficiency in simple grammatical rules all of this after the use of games. Moreover considering that English is day by day becoming popular and the demand of communicating is vital, more importantly, if the message you need to transmit is a foreign language, justifies the need for more effective, life- changing teaching approaches different from the ones that have been implemented that actually carried with lower results in the national test. Thus, the schools that apply the recommended approach derived from the findings of this study will be able to train students better, adding game based learning in the school curriculum to improve students' performance in English and their participation using EFL.

5. Objectives

5.1 Learning objectives

- Recall Basic English language structures (simple present) to introduce themselves and their personal information.
- Identify the verb Live and use it in a simple present sentence.
- Identify and use simple ‘yes-no’ questions.

5.2 Teaching objectives

- Identify students’ grammar production throughout the use of games.
- Evaluate students’ reactions to the usage of games in classroom.
- Design and adapt materials and games to promote grammar production in elementary students.

6. Lit review

Grammar always plays a significant role in teaching and learning English; however, even though grammar is considered as the back bone of language, it has been considered as hard digesting and boring skill since teachers do not meet the need of more effective and interesting grammar lessons (Naguyen 2010). Therefore, there is a need of teachers to find a way to motivate and do grammar lessons more effective and interesting, so students not only feel motivated, but also focus all their energy to language learning. Then games are proposed as an effective tool and teaching strategy that has evolved ahead of time and has been proved to have efficient benefits in foreign language teaching and learning. For example, according to Wright, Betteridge and Buckby (2006), “Language learning is hard work. Effort is required at every moment and be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.”

Gülin and Arda, A. (2011) explored the effectiveness of using games in teaching grammar to young learners from the viewpoints of Turkish EFL teachers working in primary schools. According to the researchers, even though some teachers consider games as a time consumer and/or classroom techniques only, games should have a special role in any foreign language teaching program, because they facilitate foreign language learning mostly in young learners. Researchers opted to use a questionnaire in order to know the opinion of teachers in different schools about the use of games and their effectiveness when teaching grammar to young learners. The study was conducted with fifteen EFL teachers’ ages ranging from 24 to 54; only two of the participants were at the beginning of their teaching career.

Gülin and Arda, A. (2011) reported in their results, first, that 83.67% of EFL teachers believe in the pedagogical value of using games in foreign language teaching. Second, that 93.33% of the teachers agree that games should be given a special role in foreign language teaching. Third, that 100% of the teachers believe that games give learners the chance to show their skills, not only in grammar but also in many areas of language. The results also indicate, that a great majority of EFL teachers, 93.3%, believe that games lower students' anxiety towards grammar learning. Therefore, games help students overcome their anxiety, feel relaxed and be enthusiastic to learn. Finally, it can be concluded from the results that games are not used as frequently as expected in EFL classes because the results from this specific aspect, are low in percentage when compared with the results of other areas of the study.

Similar outcomes derived from another study conducted by Wang, Shang, and Briody (2011), the study was conducted with 50 elementary students from a primary school. Wang, Shang, and Briody (2011), investigated the relationship between the usage of games and students' English proficiency. According to the researchers, since the number of EFL learners have increased, there is a need to prioritize the most effective means by which language proficiency can be enhanced; and they propose games as such method to enhance language proficiency in EFL learners. Wang, Shang, and Briody (2011), explored the relationship between games and English proficiency by doing a pragmatic parallel mixed method, where they were searching to collect quantitative and qualitative data simultaneously, using questionnaires, interviews and document collection to explore the effectiveness of using games in elementary school EFL learners. The questionnaires were used to investigate the relationship between the variables of using games and children's English proficiency. The interviews were used in order to explore students' perceptions toward the use of games while learning English.

Wang, Shang, Briody, (2011), reported in their results that using games is effective for children learning English especially when their motivation is enhanced; then their vocabulary acquisition is improved. Results also showed that there is a positive relationship between students' English proficiency and self-reports in terms of enhanced motivation as well as vocabulary acquisition. In addition, the results showed that students with poorer grades have higher anxiety caused by classmates during the process of playing games in learning English.

Based on the aforementioned, the use of games seem to be a critical factor in EFL teaching and learning. From the perspectives of teachers and even learners, the previous studies showed the importance games have when learning a foreign language specially when learning grammar. It can be concluded then, that games enhance motivation; therefore, the learning process is improved. Games also center students' energy into the learning process. Finally, day by day games have been a satisfactory and effective tool for teachers to introduce and present grammatical rules in an easy digesting way.

7. Conceptual Framework

In order to contextualize and create a better understanding of this classroom project, three main categories of definitions will be developed: (1) how to teach grammar, that underlines the different methods and approaches to introduce grammar, (2) game base learning, that is basically defined as educational games created for educational purposes, and (3) the types of educational games that refer to the games that will be taken into account to implement the classroom project. Experts in the field of language teaching and learning will be taken into account in order to develop these categories since they provide an overview of what have been done in terms of games and grammar and create a path to start with the project. How to teach grammar will be supported by Thornbury (2002), teaching through games by Richards, Platt, and Platt (1992) and Bradley (2010), and the types of educational games by Palánová (2010) and Hadfield (1999)

7.1 How to teach grammar

In foreign language education, grammar has always played a significant role not only when learning but also when teaching. Crystal (2004) affirms that Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. Thornbury (2002) adds that the study of grammar is meaningful since it is the backbone of language, without it ideas cannot be conveyed. Based on the aforementioned, grammar is not an unimportant set of rules that can be ignored, but instead it is key and necessary when learning and teaching EFL since it provides learners with an ability to communicate effectively and it affects the meaning of the message.

In order to start addressing grammar, it is important first to explain what it is. According to Chomsky (1984) grammar is a particular analysis of the system and structure of language or of a

specific language. On the other hand, Thornbury (1999) says that grammar is a description of the rules that govern how a language sentences are formed; thus, if a learner knows how sentences are formed, it will be easier for them to communicate ideas and be understood by others. Having these definitions in mind, the importance of teaching grammar in classroom is key, but most important is the fact of how to teach grammar. For a long time, many approaches and methods have emerged; to mention some: direct method, grammar translation method, total physical response; however, this section will mainly focus in the inductive and deductive grammar instruction proposed by Thornbury (2002).

Thornbury (2002) presents two different ways of teaching grammar, deductive and inductive. “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied, an inductive approach starts with some examples from which 1 rule is inferred” (p. 38). Basically, the author divides the ways of teaching into rule given lessons and discovery lessons; the first one is where students are presented the whole rule and the second one where they discover the rule. Thornbury (2002) presents some benefits of deductive approach. First, it goes straight to the point and can be time saving which means that there will be more time for practice and application. However, he presents some disadvantages; one of the most outstanding is that it can turn monotonous and boring.

The author also presents the inductive approach. It is where the rule is discovered through examples. According to this, it is important to have into account both types of ways to teach grammar since the deductive approach helps saving time because the focus is on rehearsing and practicing. On the other hand, the inductive approach is important since help students consciously determine the type of rule and internalize the rule by their own. It is not new that for years grammar has been seen as the hardest skill to learn and teach. Thornbury (2002) reaffirms that grammar is

an element in teaching that has been both misunderstood and controversial, and that teachers tend to have an indifferent view towards it. Based on the aforesaid, there is a need to use a tool that allows learners and teachers to feel comfortable when teaching and learning grammar. According to Harmer (2011), games play a key role when teaching; games are used to make teaching and learning more engaging.

7.2 Teaching through games

Games are part of the natural daily life of kids since they do it almost all the time; therefore, in order for them to have a space where learning is more engaging and they feel comfortable, games are considered to have certain characteristics that will help to accomplish that purpose. The significance of playing is also supported by Piaget due to its contribution to the development of problem solving, creativity, and communication which happens naturally in the process of playing games (Slavin, 2006). In order to better understand the benefits and why using games in the classroom, it is important to define first what it is.

Richards, Platte, and Platte (1992) explain that “A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language” (p. 153) To clarify, a game is basically an activity that is not only for entertainment purposes but needs to have an clear purpose, moreover is characterized since the players contend following some sets of rules. According to Bradley (2010) as cited by Tuan (2010), “games have some characteristics that are advantageous to language learners, concisely, engage all learners in the learning process, and promote team building skills” (p.3) To interpret better, Bradley (2010) see the games as engaging so this keep students attention and motivation. Therefore the role of games in grammar rules

retention is key, mostly, because it helps reducing the affective filter, according to Krashen (1985), second language acquisition is influenced by affective factors either positively or negatively. Thus, the use of games is a strategy, since it creates a situation of comfort for learners where learners' affective filter is lowered, so the comprehensible input take place. Second, since it engage learners in the learning process, they will be each day expecting more for each class which will be beneficial.

Based on the aforesaid, games makes learning interactive, effective and make learning engaging, thus this is when Game based learning takes into place. Games based learning is basically about educational games created for educational purposes, not only for students to enjoy, but because it will quickly construct a connection among learning experience and real world. What this approach basically search is that learners work toward a goal, searching for solutions of difficulties they see in the way so they can overcome in a very engaging way. For this reason it can be concluded that games plays an important role in elementary education, first at all, it will reduce the affective filter which will help kids building comfort, also it will be a way to connect learning with real world and finally, they will retain better vocabulary and grammar structures.

7.3 Types of games

There are many types of games that can be used to teach a foreign language. The different types are aimed to train different kind of skills, according to Palánová (2010) teachers are able to recognize when a game is needed and then select the type of game and adjust it to have a better result in the class.

Considering the many types of games that can be used by a teacher, some of them used during this classroom project will be explained and briefly introduced to show the benefits they brought to the classroom atmosphere.

Hadfield (1999) explains two ways of classifying language games. However, mainly for this project communicative games were used which focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. The second taxonomy that Hadfield uses to classify language games has many more categories. Specifically, the games that were used to carry out this project will be explained:

- (1) Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of. Or Guess the number game as used in this particular project where students had to guess which was the number hidden in the paper by asking “is it 7?” etc
- (2) Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs. Or as used in this particular project, Simon says “Find an animal who lives in the forest” and students had to search and touch for an image paste in the wall with the same characteristics.

- (3) Board games. For example snakes and stairs where students had to roll the dices and according to the number they got they were asked to respond to some questions, for example if you got 5 and number 5 is the picture of octopus, then students had to do a sentence using live for example “Octopus lives in the sea” etc.
- (4) Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example pictures of soccer players had to be matched with numbers

To conclude is key to underline Tuan (2010) who affirms that is very necessary before selecting any game to have the purpose of the lesson taken into account this way the games used can be more satisfactory and meaningful.

7.4 Conclusion

Having learners motivated and interested in learning, is always crucial when learning a foreign language since this could affect in many cases the results. In order to accomplish this there are many factors that need to be taken into account. First, how to teach grammar, even though there are many approaches and methods, deductive grammar instruction is key since it provides several benefits for learners and also for teachers as critical thinking for example, second, given the fact that grammar have been seen as a hard digesting and boring skill, there is a need to provide students with an efficient tool to motivate themselves and make grammar easy to learn. Games have been considered and tested to be a very efficient way to do so. Finally, although there are many games and categories of games, games that will be used in classroom should be selected according to the purpose of the lesson; then, board games, matching games, search and guessing games were mainly used.

8. Methodology

The following section aims to explain to the reader where this project was conducted. Specifically, it will be explained the type of study that was done, the context and setting in which it took place and the participants involved in the project. Furthermore, it will be presented the implementation and design of the project as well as methods that were used, reasons for choosing those methods and finally supporting those reasons with authoritative in the field.

8.1 Context

The following section aims to give general information about the place where this project took place, including aspects such as location, teachers and syllabus. To begin with, this classroom project was carried out with elementary students of a public primary school located in Pereira Risaralda which is one of institutions in alliance with a public university “Universidad Tecnológica de Pereira” where students from last semesters of the “Licenciatura en lengua inglesa” conduct their pedagogical practicum. English teaching at this school is oriented by the standards of teaching English in Colombia called “EL RETO”. This project was implemented during a two-month period, consisting of two hours per week. In terms of the design of classes, practitioner was the one in charge of it, based on the standards which are chosen according to what the students are being taught, and syllabus of the school, moreover the inclusion of game-based learning as it is the main purpose of this project.

As in the aforementioned, this project was conducted in a public primary school, whose students belong to the middle and lower socioeconomic stratum, and most of them do not have exposure to English outside the school. The school provided students with materials like books and with physical resources such as TVs.

8.2 Participants

This section aims to explain specific characteristics of the participants involved, such as age, academic background, and why they were selected.

8.2.1 Students. This classroom project was carried out with 15 students from a public school in Pereira whose ages are from 8 to 10 years old, most of them have only been exposed to foreign language learning while in the school; however, some of them had previous knowledge about simple vocabulary; which means they were pre- illiterate. Their academic needs responded to a total exposure to English while in classroom. Also, students needed to get a high proficiency in basic structures in order to comprehend and use basic language such as family members, personal information, animals, and using present simple.

8.2.2 Practitioners. The pre- service teacher in charge, was a ninth-semester student from Licenciatura en Lengua Inglesa from the Universidad Tecnológica de Pereira who was conducting its practicum. The pre service teacher was in charge not only of designing classes based on the standards and in accordance to what students were being taught, but also of observing behavior that contributed to the development of the project. The pre service teacher was in charge also, of adjusting the materials and games needed.

8.3 Instructional design

8.3.1 Design. This classroom project was aim at focusing special attention on the introduction of games based learning approach to promote grammar skills. Numerous scholars (Chan and Lin, 2000; Jiang, 2008; Kuo, 2008, Zheng, 2008) maintain that students' motivation and confidence can be enhanced in the process of playing games when they achieve learning goals in a relaxing environment. As these theorists emphasize and as it is mentioned in the conceptual framework section, game based learning can provide several benefits to the EFL classroom; for instance, they not only enhance motivation and confidence, but also encourage learners to direct their energy towards language learning (Wright, Betteridge and Buckby, 1984). McKay (1987) affirms that in order to communicate efficiently in English, students should have sufficient grammar knowledge base. In the same line, Thornbury (2013) affirms that grammar has been seen as the most controversial and the least understood aspects of language teaching since many teachers remain indifferent to it. This is why teachers need an appropriate and effective tool to teach grammar.

For the reasons stated before, classes were carried out based on the game based approach explained in the conceptual framework, to make grammar instruction easier and motivating.

8.3.2 Development and implementation. Many aspects were considered to carry out this project, such as appropriate games that were going to be used, considering students likes and dislikes, average of students in the classroom, best way to implement them, best strategies to learn grammar, and adaptation of games according to the purpose of the lesson as Tuan (2012) proposed. Furthermore, strategies of classroom management to control student misbehaviors and this way prevent students getting out of control. The lesson plans then, were designed taking into account the E-S-A (Engage- Study- Activate) English teaching model proposed by Harmer (2007) in order to have more emphasis on student-led grammar discovery, eliciting the grammar from students rather than giving a detailed teacher-led presentation; also, the inclusion of the game based learning approach described in the conceptual framework. Games were used in any of the stages of the class, either in the engage, study or activate part according to the purpose of the class. Content and activities were planned to be first motivating and to maintain students' attitude during the classes also, moreover the content was planned according to the standards provided by the school and the Minister of Education. Classes were prepared in order for students to be meaningful and at the same time with a coherent sequence.

8.3.3 Assessment and evaluation. During this implementation of this classroom project, student were assessed through formative assessment which according to Linqunti (2014) by using this type of assessment teacher can monitor students processes and this way, adapt classes based on students and teacher needs. Besides, one of the advantages of this type of assessment is that students can receive feedback through the process and be informed about their improvement.

8.3.4 Reflection stage. According to Farrel (2007) reflective practice helps teachers examining what and why things happen in classroom; basically, by collecting information about classroom happenings, analyzing it and evaluating it, in order for teachers to do changes and improvements in their teaching. Knowing then the importance of reflection in classroom, evidence –based reflective practice was done as proposed by Dewey (1933), to explain it better, pre service teacher collected data and evidence in classes and based on that evidence decisions were made about the practice that was being done. The reflections were focused on three main aspects, first, professional growth, second, students’ responses and linguistic outcomes. To develop the reflections on the categories aforementioned, firstly, journals and observations will be used in order to reflect on the preservice teacher professional growth. Secondly, reflections, observations and journals will be used to reflect on students’ responses. Finally, homework, tasks, quizzes and artifacts will be used in order to check students’ linguistic outcomes.

8.3.5 Resources. In order to develop this project, different materials were used which were selected having in mind the purpose of the project, for instance, the types of games and activities as well as topics that were implemented (See appendix 2). To start, games were selected according to the purpose of the tasks, and objectives proposed for this project, also having in mind the categories of games proposed by Musilová (2010) ,but mainly, mimic, role plays and write and do games. In order to adjust games according to the goal of the lesson, it was essential to adapt different games either known by students or totally new for them so games can accomplish the purpose of the lesson. After selecting the types of games that were going to be used, the materials needed were adapted so the game and activities were successful and interactive which was essential to catch the attention of students. Materials such us flashcards, pictures and instruments needed for each type of game and activity. Moreover, technological devices were used, such as computer, TV and speakers.

9. Results

The next section is aimed to show the results found during the implementation of games to teach grammar to elementary students. It will be organized into linguistic outcomes, professional growth and students' responses, and it intends to inform the reader about the experiences of using games to teach elementary students in a public school in Pereira. A deep reflection was done considering many aspects such as strengths and challenges throughout the implementation and in very specific aspects of the aforementioned categories.

9.1 Professional growth

Regarding professional growth, some strengths and challenges were found along the implementation of games to teach grammar. This first professional growth outcome derives from the implementations of classes; the pre service teacher has reflected about the aspects that went well and the ones that did not go that well in regards to lesson planning, material design, institutional limitations and personal growth.

9.1.1 Strengths and challenges

9.1.2 Professional growth strengths. This first professional development outcome derives from the implementations done through this classroom project and the adaptation of games to teach grammar and how games can help teachers controlling misbehavior. In specific, classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students' achievement given learning requirements and goals (Soheili, Alizadeh, Murphy, Bajestani, Ferguson and Dreikurs, n.d).

Based on the aforesaid, a lot of techniques were used to maintain the class controlled. It has to be said that games played a great role having students concentrated and attentive into something

was sometimes really difficult, but games changed a lot the setting and environment as will be explained before.

The reason why using games to manage behavioral situations in the classroom is considered as a strength is because according to the experience of using games in classroom, certain situations like have students settle down, or do silence, can be better done if you have a game in between as you can add games rules in the go and students will be just ok with it because they already know a game have rules. The results obtained from the implementations of games to teach grammar and the benefits identified regarding classroom management, are supported by (Atake, 2003; Chen, 2007; Deesri, 2002) who states that it is easier to maintain the attention of students by playing games because having fun satisfies an inborn predisposition toward attentiveness in human subjects.

From all this experience, I learned that it is very important to set up rules for every game that is played; this is a great tool games brings itself in order to control classes and can be very beneficial when performing a game in class, apart from doing the game more interesting for students, it also is great for teachers as their total attention will be into the class. On the other hand, I leaned that it is very important the way you present this rules to students as teachers have in their hands the ability of creating a simple game into something special; for example, telling them that they are pirates, what pirates cannot do, etc. This adds an extra ingredient to have a successful class when using game based learning.

During these implementations, the professional development of the pre service teacher was a lot enhanced; the use of games was vital to maintain students concentrated. Considering students' behavior, a relevant instance where this could be evidenced was in the lesson plan #3 (see appendix 3 lesson plan) where a game called Simon says was played (see appendix 2 games). In this game,

students had to move all around the classroom searching for the correct image for the word teacher said since this was an activity that required kids moving, teacher settle down some rules, for example, “No one can speak while doing the activity”; this immediately created a great atmosphere, this is said since students seem very anxious to play and almost anyone did noise. It was actually very good as students were very silent in order not to lose.

It was also evidenced how the use of games changed everything in the classroom having students settle down sometimes but others using their energy towards the game. This difference can be seen in the contrast between Simon says where students needed to be running around the classroom or moving, in comparison with Hang man where students were settle down. It can be said that there was a big changed from the first implementation to the final one; in the first implementation as said in journal 1, the game used was a mess, this could has been due to it was teacher’s first day, so the rules were not clear and game was then uncomfortable; after this first implementation, the teacher understood the importance of modelling the game, so students can better perform it (See Journal 1), but as days pass on, teacher became more confident and games, rules and success of games seem to have a progress (see Observations 4 and 5).

As a conclusion of this first strength, regarding classroom management it can be said that even though it was one of the expected challenges, it turn out to be totally different, a lot of techniques were used by the pre service teacher to have students controlled and focused on what they had to do. Strategies like a poster with 3 stars for each of the students and each time they misbehave take one of those, was an excellent technique, none of the students wanted their starts to be taken, so this helped a lot to be able to continue with the class without misbehavior interrupting the implementation sections, and to be able to carry out games without issues or lacking of time. (See Appendix 3 Journals). Moreover, as said before, the use of game rules was a lot successful (see

Appendix 4 Observations) teacher introduced the games always accompanied from rules in order to have students in determine situation doing exactly what they had to do and at the same time motivating differently students through the use of game rules.

Another strength identified from the process is in terms of material design; according to (Arnold and Fonseca, 2004; Christison, 2005) the type of motivation affects the way students process information. The reason why material design is considered a strength is basically because it played an important role in order to have successful and purposeful games and also were vital to carry out the games and catch students' attention.

The pre service teacher considers that the materials used and games used were well selected according to the age and level of students; furthermore, the pre service teacher paid special attention to students' likes and dislikes. The inclusion of their likes in the classroom seem to be very satisfactory, when materials like football players, or movies of their interests were used as part of games (see appendix 3 lesson plans) their attention were a lot enhanced. The materials were made and adapted by the pre service teacher; it is important to highlight that everything in the games were adapted in order to reach the goal of the class and activities to scaffold. In addition, the materials seem to be meaningful to students as they reactions when they saw in the games things related to their likes this was extra motivating for them (see appendix 4 reflections). For instance, football players to teach yes no questions "Is it 7? No it is not" (see appendix 3 lesson plan #4), or even pictures of Zootopia a very famous movie of students' interests. Materials played an important role as it attracted students and engaged them into the learning process.

What I learned from this experience specially in terms of material design and lesson planning, was a lot, but mostly to be able to adapt material considering students likes, interests and learning styles as well as being able to adapt games in order to be purposeful for the class and that of course

provided me the tools to reach the teaching objectives. One example can be that the game provided me with the tools to determine students' progress towards grammar in a simple game like snakes and stairs, having students producing language in an appropriate way was enriching for me as a teacher.

Thus, it can be said that the pre service teacher learned regarding the importance of combining theory with practice and the adaptation of material into a context and having into account students' learning styles when designing games. On the other hand, it was also learned about reflective practice in classroom, day by day the materials and activities seem to be more professional, but mostly, in terms of usage of games for any purpose, adapting games for them to be meaningful and to have an educational purpose, and also to adapt this games considering Colombian culture. This means, using games like "La gallina ciega" (see appendix _4 reflections), which is different in terms of behavioral and environmental aspects; however, pre service teacher understood the importance of teaching English differently, as students showed love to think outside the box, they like to be challenged, and they like being attracted.

A relevant instance where these professional development strengths could be evidenced, was in the last classes (see Appendix 3 lesson plan #4 and 5), where games were more sophisticated, where the instructions and game rules were presented in a better way by means of a poster, or telling stories to students to better have them introduced into the game (see appendix 4 reflections), also where students could better understand what to do and the evidence of knowledge of the topic were better seen. One of the teaching objectives of this classroom project was to evaluate students' reactions to the usage of games in classroom, and fortunately the games selected to guide the classes, provided the pre service teacher with great moment where to see students reactions and productions (See appendix 5 Journals)

As a conclusion, the contribution of this strengths to the project is evidenced in the games used, matching games, Simon says, snakes and stairs, Think on a number, also the skills and abilities of the teacher to perform better day by the classes and games, the use of game rules in order to control misbehavior during games and the adaptation of games for be meaningful and purposeful. These types of strategies helped pre service teacher, guiding classes, controlling misbehavior and at the same time planning classes and adapting material in order to catch student's attention, which was very beneficial for the students' responses and linguistic outcomes at the same time.

9.1.3 Professional development challenges. This first professional development challenge derives from the implementation of this classroom project, the big challenge presented during this implementations was student's absenteeism, the reason why this is considered as a challenge is mainly because this affected the normal process of the implementation and affected the sequence of classes and due to this delayed the process. Furthermore, according to (Walters, n.d.) the results of absenteeism could affect the educational levels and success:

“Attending school regularly is a vital factor in school success for both students and teachers. Excessive school absenteeism is often linked to poor school academic achievement, so school attendance by both teachers and students plays an integral role in the success and educational advancement levels of any academic institution and all students enrolled.”

This challenge was one of the biggest limitations of the project; even though students' progress was seen and knowledge about topics were tested, a lot of time was wasted because of students' absenteeism (See appendix 5 Journals). For instance, 8 students assisted to today's section but in the next section 8 different students assist, because of this, classes needed to be taught 2 times to

have all students leveled, therefore classes needed to be recycle almost every lesson which sometimes affected the normal progress of classes and activities that could have been performed. Furthermore, let's say 8 students assisted today, next class assisted 8 different students plus 3 that assisted to previous class, so that was a mess, considering that class had to be recycled, in order to carry out the objective, then the students that assisted to both sections lost their interest in doing the game and this was an issue.

On the other hand, it was very frustrating for the pre service teacher, as the efforts had to be double, and time was lost which gave an extra aspect to take into account. Even though strategies like a review at the beginning of the class was taken into account to prevent this situation, most of the time was lost trying to explain the whole topic once again. This can be evidenced in the lesson plans how most of the classes started with a previous review, or simply 1 topic like sea and forest animals was carried out 3 times with different activities but same topic. (See Appendix__ lesson plans)

What I learned from this was to create strategies towards absenteeism, as this is a situation you cannot control, so several strategies needed to be done, at the same time creating other types of games like including “La gallina ciega” as a pop up activity to change students’ reactions when a game was repeated (see Appendix 2 games) but of course with same purpose of the lesson. And at the same time, this game was used both for checking knowledge of students who assisted twice and explaining new students.

To conclude, the context can be sometimes an issue when using games, in this specific context students absenteeism was one of the limitations, something to highlight from this, are the strategies that came up and were used to overcome or try overcoming this situation, for instance a review at the beginning of the class, using different games which gave the opportunity not only to recycle

information but to check knowledge, which at the same time, helped a lot with pre service teacher's professional development, learning how to deal with this kind of situations.

Another challenge identified from the process is in terms of in service teacher interference, even though the pre service teacher gained respect from the students', in service teacher constantly stopped the class to have the control of it, students then did not have a reference of control to say it somehow, as they when did not understand something instead of asking pre service teacher, they tend to address better in service teacher. The reason why this is considered a challenge is because this affected the general flow of the classes (see appendix 4 reflections), even though the pre service teacher had great control of the classes and games were performed in an appropriate way, the intervention of in service teacher affected students perceptions of authority.

This challenge was a big limitation for the project, as it seem like students tend to excuse behind the in service teacher who actually approved this situation, moreover, in service teacher started talking over with students at any time of the class, even students did not participate in some games for being talking over with her (See appendix 5 Journals, Journal #2). A relevant instance where this challenge can be evidenced, is in the lesson plan #2 Simon says was being played, two students were talking over with the in service teacher, even after I call them several times to participate in the game, they use the in service teacher as an excuse because in service teacher allowed them to stay with her instead of participating in the game.

Another relevant instance to highlight regarding in service teacher interference, was during the lesson plan #5 (see appendix 4 reflections) before pre service teacher arrived to the classroom, in service teacher started watching a movie with students, then when pre service teacher arrived the movie had to be stopped because of the English class, this day none of the students were motivated as they wanted to continue watching the movie, which affected the general flow of that class. One

of the reasons why the game performed during that implementation is considered unsuccessful was because of the movie situation, as students started the English class demotivated and disappointed so they did not participate in the game as it was expected.

Something that I learned from this particular challenge was that a teacher needs to gain students respect, and a teacher needs to have the control of the classes, because it is necessary for students to have a guide them and someone that they trust on, so they can obey and be comfortable of asking if they do not understand something; this is one of the qualities that a teacher must have so students can always follow instructions and do not be shy of telling they did not understand something but also is important when performing a game to show you have the control.

To sum up, even though teacher interference affected the flow of the games as students did not want to participate and felt protected by the in service teacher when they did not participate in games, at the same time it yields significant and meaningful experiences in terms of pre service teacher professional growth as gaining students respect and having the control of the class turn out to be important factor when guiding a class or a game.

9.2 Students' responses

Respecting students' responses, the next section purport to display students' attitudes and reactions to the use of games in classroom, reflections in regards to strengths and challenges founded throughout the implementation will be described next.

9.2.1 Students' responses strengths. This first strength regarding students' responses, derives from the implementations carry out during this classroom project, this strength is in regards to motivation and the enhancement of participation as a result of using games in the classroom. The reason why using games to motivate students and enhance participation is considered a strength is basically because of the attitudes perceived in students when adding games to the lesson, also because even shy students participated a lot in games and could actually produce in English just because of games that they enjoyed. Erzos (2000) as cited back in the Justification, affirmed that including games in classroom can motivate and challenge students into EFL learning, moreover, the inclusion of games augment students' participation.

Through the development of the project, the students reactions to the games was really appropriate, pre service teacher did the first day a game to know each other, they all wanted to participate of the activity, what they had to do was to guess which students was behind them, they were all laughing when they turn back; even though students were noisy, they participated in the activities that they found interesting. Something that call pre service teacher attention was how shy students communicate in English when doing games (see appendix 5 Journals), an specific moment where this can be evidenced, was in the game "Know each other" where all we were in a circle and a marker had to be thrown and say "My name is _____" and then they had to say the name of the person that throw the marker to them "His or her name is ____" all the students were attentive and participating, I could notice for example in observation 1 that "all students wanted to participate and were very happy when doing the game and be able to tell their names and their partners' in English".

Despite the lack of vocabulary they had, when playing games, they took the risk of speaking and using language, this gave then place to teacher correction of pronunciation and at the same

time worked in order to assess their progress (See appendix 4 observations) for example in observation 4 when playing think on a number, students were always trying to guess the number using “is it 20 teacher” etc which supports Erzos (2000) by showing how students by having a game in between feel less afraid of speaking in English. They did it naturally, pre service teacher notice they like to be challenge, they like to win, it was evidenced how games extra motivates them to win, and everyone wants to be the best (see Appendix 4 observations). The aforesaid can be evidenced when group games were included, for example snakes and stairs was great, they were in two groups, the idea was to roll the dices and then do a sentence using live with the animal on the chart for instance “Monkeys live in the forest” when each of the group did it right, they were all celebrating, and they all wanted to do it, to roll the dice, to continue with the game.

Something that I learned from this experience was to motivate my students to participate through the use of a game, furthermore I learned that games create a comfortable place where students feel free to talk in English and participate simply with the motivation of winning points.

It can be concluded, that the usage of games can absolutely reduce students shyness, furthermore students produce because they take the risk, they do not feel they are being assessed as in observation #2 “they did not even know they were being assessed, they just think they are playing”, they just think it is a game, so they take the risk of actually doing it and provides a space for teachers to correct pronunciation and see students’ progress specifically shy ones.

Another strength identified from the process in regards to students responses, was the importance of modelling games in order for students to better perform the game. The reason why modelling is considered as an strength when using game based learning to teach grammar is because according to (Fielding & Pearson, 1994; Pressley, 2006) as cited on (Abdullahi Salisu ried and Emmanuel N. Ransom 2014), when the teacher-directed instructional component is left out of

the lesson, it enormously reduces the potential of many activities. On the contrary when modelling was used the results were totally different as students knew exactly what they had to do (see Appendix 4 Observation #3).

During the second implementation, the game performed were not modelled at all, this is why in observation #2 the game did not show the results that were expected, as students were totally lost in this game; however in observation #3 is evident how the modelling of the activity Simon says, changes everything and students knew exactly what they had to do and absolutely the results were different, students show domination of the game. It could be noticed that when modelling was used before playing the games, the results on students' performance was a lot better, as students understand what was it about and their efforts became better.

A relevant instance where this can be seen is in Observation #4 when playing snakes and stairs, teacher made the modelling of the activity by rolling the dices and answering the questions, students immediately after teacher doing the mimic of the game, started saying in Spanish what they had to do and this way the game was better played and the results were really great (See appendix 4 observations).

Something that I learned from this particular strength is that modelling is a lot important in order not only to have your students understanding what they have to do, but also because from this depends your students' performance into the activity, if they understand exactly what they have to do in the game, then their effort will be better seen in the game, and they will not be lost in the activity, instead they will feel comfortable as they know what they have to do. Previous to each implementation of games, teacher always did mimic of the game in order for students to understand what it was about and which were their roles in the game, after modelling, students

were involved and active, different from the second implementation where modelling was not used and the game did not have great results.

So, based on the aforesaid, it can be concluded that modelling each game before playing it with students is really important, this way the potential of the games will not be lost, but on the contrary better results in regards to students performance will be evidenced.

9.2.2 Students' responses challenges. Another challenge identified from the process is in terms of anxiety generation specially when it is to group games, the results obtained from the implementations of games to teach grammar and the challenges identified regarding students' anxiety, are supported by Chuangs (2007) study who found in his studies that losing a game or being blamed by peers for their performance derived some attitudes like depression or even nervousness in students. Similar outcomes derived from this classroom project, when games like "the best answer" or "snakes and stairs" was played (see appendix 4 observation #4) , a game that required students being in groups, any time one of the participants got a mistake, partners started blaming and complaining at them, which immediately intimidated these students from participating again.

The reason why this anxiety generation is considered a challenge, is because even though games create a great competitiveness between groups and become the class into something motivating, at the same time increased anxiety in students who committed mistakes when doing a game; this basically because students always in a game are always obliged to score for their team, when they do not do it, immediately the team start to blame and complaint which caused that these students lose their interest into participating and it reduces their motivation as they feel afraid of committing mistakes therefore they prefer to stay silent. (See appendix 4 reflections).

This was a big limitation when doing group games, as said before, even though students loved competitiveness, sometimes students did not even participate in the game because they were afraid of saying something wrong. On the other hand, sometimes it became really impossible to stop students blaming at others or making jokes. It is important to say that, although after doing group games, not blaming at others started to be part of the rules, it was almost impossible to control this came up situations as the tension will be always settle in the game and the peer pressure in a group game will always be there as no one want to lose points.

A relevant instance where this can be evidenced is in lesson plan # 4, “say the correct answer” the idea of this game was to correct students’ knowledge about forest and sea animals using simple present and the verb live, this game derived great results as the progress of some students was evidenced; however some others showed some mistakes as they did not remember the verb live or even some animals, so the group started blaming these students, one of these students was a very shy students who stopped participating from this activity because of that situation. Things like “Por usted perdimos” “lo hubiera hecho yo” etc were the comments students started saying after losing points or even the game (see appendix 4 reflections).

To sum up, besides all the benefits that game based learning brought to the classroom, games may alternately increase student anxiety due to peer pressure, therefore this might produce lesser participation and increase students’ tension; competitiveness can therefore become a nightmare for some students when not getting points for their teams.

Another challenge evidenced when including game based learning to teach grammar to elementary students was the length of time use within a game, even though the reaction of the students to games was satisfactory as said before in terms of motivation and participation, I noticed specially during implementation 2 and 3 (See appendix 4 observations) that when a game length

was so long and repetitive like for example the case of hot potatoes or hang man, students interest decrease therefore another game had to be included in order to continue with the class. This specific challenge is supported by Anderson (1983), Bloom (1976), and Fisher, et al. (1980)_ who affirmed that the time factors can modify students' perceptions and therefore their performance, achievements and attitudes.

The reason why time factors is considered as a challenge, is mainly because during implementations 2 and 3, games that were designed to last 10 to 15 minutes, lasted only 5 minutes or 6 minutes as students started getting bored of repeating the same over and over again, like in the case of hot potatoes, then teacher needed to add a different type of game in order to have students concentrated and do not lost completely their attention.

Even though games raised participation and motivation of students, some games like hot potatoes, and hang man easily became boring for students who showed a bad attitude after playing it for 5 minutes, it is important to highlight that thanks to these unexpected situations, other games like "la gallina ciega" (see Appendix 2 games) were also included and from these a good result was obtained; however, the games adapted for that specific implementations did not work as expected in terms of students' responses. It has to be said that this could have passed due to these games hot potatoes and hang man were very common for students in La Julita, I say this as students already know how the game was, the rules etc, they already know the game so this can be one of the reasons why it easily became boring for them.

A relevant instance where this can be evidenced is in implementation #2 as said in Journal 2 "it was evidenced that students tend to get bored when a game takes too long as in the case of hot potatoes, after 6 rolls of hot potatoes teacher started losing their attention" thanks to this teacher understood the need of having ready other games different for students and that could actually

maintain the flow of the class normally without losing students attention and at the same time using games based learning.

Even though this was a challenge, it has to be said that pre service teacher learned a lot from this experience, as creativity was a lot enhanced, and teacher learned how to be very recursive in order to maintain the flow of the class, this was the case of including la gallina ciega game which had an amazing result as students showed they really like playing that game. Also, this challenge provided the teacher from the view that students like teachers to be innovative because they are tired of same activities all the time, and this was something teacher learned after this experience.

What I learnt from this specific challenge, is that teacher needs to know their students so much so teacher knows how exactly control this come up situations, and of course that is so important to have in mind the time each activity should take this way you will better get better results when using games or any other activity, as over using a game during several times can get your students bored at it and lost completely their attention.

To sum up, the time factors also become an important aspect when using game based learning, using a very repetitive game can sometimes get students bored, so is important to have into account first the game that you will use, keep in mind to adapt a game which is innovative for students, and in case that students get bored you always have to have an ice under your sleeve to gain again your students attention.

9.3 Linguistic outcomes

9.3.1 Linguistic outcomes strengths. This first linguistic outcome derives from the first implementation of games to teach grammar, especially present simple to talk about yourself, the game used for this specific implementation is “know each other game” which had a great impact on students and therefore in their linguistic outcomes as by the end of the class they all were able to ask and respond to personal information. This first strength is supported by (Pound, 2005) “learning by doing”, who affirms that children learn best by doing and by acting in the world. When they do some action, they get to know its meaning. By using a game which offers children lots of opportunities to do, to act, and to move, children can acquire a greater quantity of meaningful vocabulary and structures.

The reason why games are a great tool to raise students linguistic outcomes and English production is considered as a strength is basically because students after playing “know each other” game were able to do a survey asking and answering to their partners personal information, and this as a byproduct of this game. It is important to highlight that the same topic was presented in another class without using a game but instead a dialog, and students were not able to actually produce this way, and different results were obtained when the game was implemented.

A relevant instance where this can be evidenced was during implementation #1, students were able to use present simple to talk about themselves, moreover the use of games specially the game called “my name is” was key when teaching expressions like “My name is___” “I am 7 years old” “I live in___” and at the same time using possessives his and her. On the activate stage of the class, students were able to use this expressions at speaking by doing a survey with their partners. In the engage part a game called “Know each other” was used to explain the topic to students, the idea of this game was to have students in a circle, the teacher hold the marker and started saying “My

name is Daniela” throw the marker to another person and that person had to say “My name is ____” this game also allowed the teacher to teach the possessive pronouns like “his” and “her” by changing the rules of the game, and asking students to say the name of the person that throw the marker to them “Her name is Daniela”.

It was observed that students immediately understood the game and were able to reply these simple present sentences after some examples were done, furthermore, they immediately understood that his was for a boy and her was for a girl. During the study phase, a draw on the board was used to study the questions that belong to each answer learnt during the game “Know each other”, questions like “What is your name?” “How old are you?” “Where do you live?” etc. Something to highlight of this game was that it also allowed teacher to elicit information from students and correct pronunciation. Finally in the activate phase, students were asked to do a survey where they ask and respond for their personal information.

The reason why the implementation of the game “Know each other” is strength for teaching grammar relies on two main aspects. First, students were able to answer to the questions “what is your name?” “How old are you?” “Where do you live?” through the use of this game, as well as the use of possessive pronouns his and her, furthermore they recognize the questions and answers when the drawn on the board was made, so they recognize not only the pronunciation, but the written form of the answers and questions. Second, students were able to ask and respond to their partners this information when the survey was made.

A relevant instance where this strength was also evidenced, was during the activate phase, students were doing their draws and they had to do a survey with their partners asking for information. Erzos (2000) affirmed, that one of the main reasons why including games to teach grammar was because it allows students to practice language skills, in this case the game “know

each other” was used as a technique to introduce content, but also to allow those introverted, and extroverted students to practice language skills while they play.

What I learned from this specific strength, is that a teacher can create activities or games, that allows all students to learn by doing, this will be extra motivating for them and will create a space where students can use their language, the vocabulary learnt and this can be not only beneficial for students, but also for the teacher as teacher will have a great space where to correct students, even those who are shy.

As a conclusion, the contribution of this strength for the linguistic development was supported during the implementation of grammar games like “knowing each other” which took 1 class, during this lesson, the students were exposed to the input in relation to expressions to talk about themselves, furthermore students were able to output what was learned in class during the game and then asking their partners in a survey. Students shown some progress in terms of linguistic outcomes considering that they started asking their partners the questions learned, and they did their own draw with the information, I could notice oral production such as “I am 8 years old” “I live in La churria” “where do you live Liseth?” furthermore the learning development was impacted by the use of the game “knowing each other” considering that students were able not only to recall and use the vocabulary almost immediately after some examples were made, but also used this structures during the game, and for asking their partners.

Another relevant strength evidenced from the implementations, derives from the implementation of “Think on a number” game in the implementation #5, which apart from motivating a lot students as it contained images of famous soccer players, it also derived great linguistic outcomes in students like the ability to respond and ask simple yes no questions like “Is it number 20?” No it is not, it is number “40”, it can be said about this game that students can

easily memorize or use naturally the language when a simple guessing game is performed. This strength is also supported by Angelova and Lekova (1995), who concluded that games and movements during play help children remember foreign language vocabulary and encourage the students to use them spontaneously. Based on this, the importance of using games in facilitating children acquiring a greater vocabulary is evident.

The reason why using “Think on a number” game to teach yes no questions is considered a strength is because it was evidenced how students after playing the game could naturally ask and respond yes no questions with no issues and with great grammatical structure. The game consisted in write a number and students had to say “teacher is it number 20” then teacher answer “No it is not” or yes it is as it might be the case, then students were the ones who wrote numbers and teacher started guessing and they had to answer yes it is or not it is not. One of the learning objectives of this classroom project was to actually be able to learn how to formulate yes no questions through the use of game based learning, and this was satisfactory as students productions showed.

A relevant instance where this strength can be evidenced is in observation #5 “they all wanted me to guess the numbers they write on their notebooks, they all wanted to participate on the game, and when I had a number they started using the patter “teacher is it?” so I noted that this activity was working.” Here it can be seen the impact that this game had in students, that actually all of them wanted to participate, guess or answer to the teacher. It has to be said that this game attracted a lot students maybe because of the use of famous soccer players which had a great impact on student’s linguistic outcomes as well. Something to highlight about these implementation is that by the end of the class I decided to ask students some yes no questions regarding the famous soccer players pasted on the board, questions like “Is James Rodriguez #10” and students immediately

answered yes it is etc, so this specific learning objective was successfully achieved thanks to “think on a number” game.

What I learned from this strength is that materials for playing a game can help a lot so a game can have a higher success, using soccer players was a lot useful as I noted that this attracted students a lot, and probably this was one of the reasons why the game worked so well, furthermore I discovered that students like guessing, so guessing games can be very beneficial for teachers to maintain students expectation and better help them using naturally the language.

All in all, by using games, students can naturally use the language learned and actually produce a well formed yes no question or even respond to it if you use guessing games like “Think on a number” furthermore, the importance of having students likes in mind when performing a game can increase the level of interest that your students have in a specific topic.

9.3.2 Linguistic outcome challenge. Although the implementation yields meaningful results in terms of linguistic outcomes, there was an observable learning challenge, regarding writing and spelling of words. Even though, students get a great proficiency in speaking as they were able to ask and respond yes no questions or present themselves using simple present, when spelling games were used like in the case of hang man, it was evidenced that students had a lack of writing skills, they did not like writing nor writing games. Although writing was not the principal focus of this classroom project, the most notorious challenge evidenced was when students were asked to perform a writing game such as hang man this immediately demotivated them.

The reason why this is considered a challenge is because when students were asked to perform anything that requires writing, the class turned out to be a mess as they always affirmed they did

not know how to write. This challenge is supported by Harmer (2007) who affirms that most of the students tends to acquire languages in oral/speaking way, but most benefit greatly from seeing the language written down instead. It was evident, the progress of students in speaking; however, vowels and abecedary had to be recapped, and as it was evidenced a lack of writing skills in students, during this many time was lost, and even some games were hard to carry out, nor interesting because of the lack of writing skills, and most of the students demotivated when they had to write something.

Thus, even if they were given an example with what they have to do at writing, many errors in spelling of words were seen (See appendix 1) and even when playing hang man, students did not recognize nor remembered the spelling of word specially animals. When students were asked to do the game, when speaking, they use the language correctly, well grammar structured and great pronunciation; however, at time of writing students had a lot of issues, most of them started to say “yo no se escribir”; even after seeing examples, even when playing hang man. One student specifically, always refused at any game that required writing, by saying “es que yo no se escribir”, which causes a controversy as therefore most of the games performed had to be focused on speaking skill only.

For this particular challenge, writing, spelling and speaking were intertwined with the games; however, these were not really promoting writing nor spelling skills, but only speaking. A relevant instance where this can be evidenced was when playing hang man, the game was used in order to check students spelling skills when there was to animals, however this game demotivated students as they started saying “yo no se escribir” “no profe eso tan duro” this was surprising because in the engage part all the vocabulary was presented in both pictures and words. In detail, when playing games students were able to recall and use grammatically correct sentences at speaking as said in

appendix 4 observations, even recognize words; but at time of seeing same structures at writing they started having issues as they did not recognized words and they did not like writing. Although they were third graders, they had a lot of issues when writing, they did not recognize words even in Spanish, which made work even harder. They seem not to understand some written games like word puzzles, even when according to the in service teacher they known well vowels and abecedary in English.

What I learned from this specific challenge, is that writing should be also developed in classroom, as a language user needs to have several skills in order to be able to carry out different tasks, also that games even though worth in terms of speaking, when there is to writing it might turn into a difficulty so it is better to teach writing using different methods instead of games.

All in all, games seemed to work perfect in order to develop grammar in speaking skills; however, when there is to writing and spelling, games were not really promoting these skills, on the contrary writing games were demotivating for students as they affirmed they did not know how to write or do not like writing.

10. Conclusions

This chapter will draw conclusions after implementing this classroom project, which principal aim was to promote grammar through the use of games to elementary students. This classroom project yield meaningful results in terms of using games to teach grammar in a Colombian context. The practitioner will present here all the information analyzed and the conclusions made based on learning and teaching objectives; then some thoughts about what happened and why it happened will be also presented according of course to the results gathered.

After the analysis of results, the practitioner could arrive to certain conclusions in regards to what happened throughout the implementations, and the reactions evidenced after teaching grammar through games with elementary students from a Colombian public institution based on learning and teaching objectives settled at the beginning.

To start, the first conclusion gathered is that games help students to produce well-structured simple present sentences to talk about themselves, and their achievements in language are gathered more naturally when games are used. The first learning objective settled was to recall basic grammar structures, especially simple present to introduce themselves and their personal information. This first conclusion derives from the first linguistic outcome strength; the results showed that the production or output of students was almost immediately obtained after the game was performed. In addition, accurately structured simple present sentences were done by the students right after the game was performed and more naturally as students were able to tell their information after listening the teacher and their other partners doing it in the game. So it can be concluded that the first learning objective was accomplished as students could made a survey asking their partners for personal information using “My name is Liseth”, “I am 7 years old”, etc. It was evidenced as well how the level of participation was raised with shy students who normally

did not participate in other type of activities. It can be said, in addition, that all the students could develop this vocabulary and simple present structures to present themselves. The reason why “Knowing each other game worked in aims to teach simple present, was evidenced in the survey that students conducted with their partners, which showed how students recalled the simple present sentences to present themselves and their personal information regarding age, favorite color, name, address.

The second conclusion gathered is that group games, although beneficial to increase competitiveness and students’ enthusiasm, might increase students’ anxiety. In the first students’ responses challenge, the results showed that although group games was highly motivating for students as competitiveness increase students enthusiasm, at the same time, group games increased students’ anxiety; because students who got mistakes and did not get the points for the groups felt afraid of participating because their partners started blaming them. On the other hand, the second objective settled for this classroom project was to identify the verb live and use it in a present simple. After playing the game snakes and stairs which was a group game, it could be evidenced from the students’ responses challenges that they were able to create sentences using ‘live’ to talk about sea and forest animals. Even though the objective was achieved and students could say simple sentences using ‘live’ as “Dolphins live in the sea “ by the use of snakes and stairs game, this group game also raised the level of anxiety in students who did not want to continue participating as they could commit and make their groups lost points.

In relation to the last learning objective, identifying and using yes-no questions, the conclusion gathered from the second professional development strength is that the more attracting material you use for your games, the better participation and motivation you will get from your students. This learning objective was achieved thanks to “Think on a number” game. This simple game

helped students to formulate and answer grammatically correct to yes –no questions naturally after some repetitions as said in the second linguistic outcomes strength. It has to be said that this game worked very well and was one of the most satisfactory sections, as all materials and game itself showed a progress compared with first implementations. In addition, the use of materials that were attractive to students worked very well and help in order to achieve this learning objective. For instance, as said in the linguistic outcomes strengths, students were able to ask “Is it number 20?” and respond “yes it is or not it is not” after think on a number game, it has to be said as a conclusion that they did it almost naturally after performing this game, it was necessary only some examples so they could be able to output it.

The first conclusion that this classroom project arrived to in terms of teaching objective is that games are a great tool to raise student’s production and therefore the identification of their progress or their weaknesses can be better seen by the teacher. The first objective; identify students grammar production throughout the use of games, can be said to have been achieved; this is said as in the linguistic outcomes challenges, the results showed that students were having a great development of grammar when it was to speaking; however, it was almost impossible to see the same results when it was to writing; for instance, when practicing writing games, the things changed as games seem not to work at all helping students with their writing. So it can be concluded that teacher could determine student’s grammar production in concurrence with writing as with speaking. All these could be identified by the teacher thanks to the games, furthermore, because as said in the students’ responses strengths, games helped even shy students to produce and output the vocabulary learnt, so it was easier for the teacher to gather this information, in order to identify their production.

Secondly, it can be concluded that games raise students participation and create an inner motivation to participate. In terms of evaluating students' reactions to the usage of games in classroom, it can be said that games provided the teacher with a great space where teacher could have a lot of output by the students and this way was easier to evaluate their reactions to the games, it has to be said that observations and journals were so important to carry out this, as with these teacher could do a reflection practice and this way get better day by day in the implementations. As games provided a lot of emotions in students, from boredom, anxiety and enthusiasm, it was easier for the teacher to evaluate their reactions, it can be evidenced in the students' responses strengths and challenges, where teacher evidenced that students liked some games and got reductant against others. Then this teaching objective could be achieved after this implementations of games to teach grammar; due to games raised students' participation.

Finally, the last conclusion throw that materials you use for the games affect positively in your students as their attention can be better get if materials used are according to their likes. In regards to designing and adapting materials intertwined with games, as a conclusion can be said, that this was a very relevant part of using game based learning, as in professional development strength, this was an important part also to motivate and get students attention, the inclusion of materials and games of their interest, like for instance, famous soccer players, or even movies characters, had a great impact on students as created a reinforcement for the games and the results after using these materials was really good. Designing and adapting materials and games was not only beneficial for students' linguistic outcomes as I said before extra motivated students, but also was a great help for teacher as it attracted so much students that it extra motivated them to participate in the game, so it was easier to have their output.

As general conclusion, the results showed great impact of games in classroom, this can be said firstly since games are not tools not much used in classrooms normally in Colombia; therefore, students reaction to it is positive because games are part of students day to day situations. The significance of playing is also supported by Piaget due to its contribution to the development of problem solving, creativity, and communication which happens naturally in the process of playing games (Slavin, 2006).

Prompting the implementation of games, having in mind the adaptation of them to your students preferences, will enhance motivation in your classroom and will create self confidence in the students; this is mostly because they feel they are in a natural situation, and they will feel that it is something that is authentic (games) and that will be useful in the day by day setting. It is important to highlight that games helped with some students' shyness. Even though you expect that at this ages (7 to 10 years old) students are extroverted, here most of them have their personalities developed, and most of them are shy; although they like English and are interested in learning it, then are afraid of participating; so if you have shy students, using games can be a great tool so your students will feel comfortable and you will be able to gather output for those shy students also.

Games help teachers to actually have your students producing, as sometimes is very difficult when students are shy; of course this is also a process of gaining students, as teachers need to construct empathy with students; however, based on my experience, games can better help teachers construct empathy with students easily and faster; and this confidence that teachers give students in games, is what animate them to participate. Furthermore, games are great tool as you can add game rules on the go and this way also control misbehavior.

Related to students linguistic outcomes, it was noticed the great impact that games caused, students almost naturally could repeat or recall a sentence in a game and after several repetitions do it correctly, this was the case of “This is my mom” or even questions “Is it number 10? – No it is not, it is number 8” for example. Throughout the implementation, The practitioner started implementing also games for writing, as according to the Minister of education and “El reto”, all the skills should be developed, I mean speaking, reading, writing, listening etc. The impact of writing games was terrible, as they all started “Yo no se escribir”; maybe, this was because students were lazy and most of them don’t like writing, but it was evidenced a lot of issues even in Spanish in regards to writing skills, it can be suggested to use other type of techniques in order to teach writing, as games resulted to be a very useful tool in order to develop speaking skills instead of writing.

Games in this specific context seem to better promote grammar at speaking in higher manner, than writing; even though back in the literature review, the results showed that in other contexts writing were one of the highest results. It is possible that this conclusion interview with the fact of students’ lack of writing skills in this specific context.

The pre service teacher agrees on the fact that games absolutely helps to have students more interested in learning English, more if you add interesting materials from your students’ likes; furthermore they like to be challenged and to see innovative things or things that they have never seen before etc, so it is important to say, that the greater and innovative the games and materials are, the better this will create a your students will react to it, this will be a plus on your class, and this was the case of using games in this context, which resulted to be very useful for the teacher, that use that to also better address students, and better stablsh rules; it is important to highlight, that games also promote a great space to create rules, as students already know that a game have

rules, that there is a winner, a loser, etc. A better way to control classroom management is also using games and give games these particularities of introducing rules during the game, to better have students centered in classes and in what they have to do.

Finally, in terms of professional development, this project contributed to the development of the philosophy as a teacher of the practitioner, in other words the way its best potential as a teacher can be made in a class, how to plan a class based on games, how to adapt a game based on students interests and at the same time teacher interests. It is also important to highlight the great exposure that the pre service teacher had, and all the liberty she was given, which help her control somehow the way she gave classes, the tools she implemented, also the opportunity to explore in a real context how a game could work, why work and why did not which was a lot of important to finally have this conclusions. A relevant instance where the professional development can be evidenced is in the lesson plans and reflections, how day by day, games and lesson plans were better developed with more content, having in mind other interests of students and even including other types of games etc.

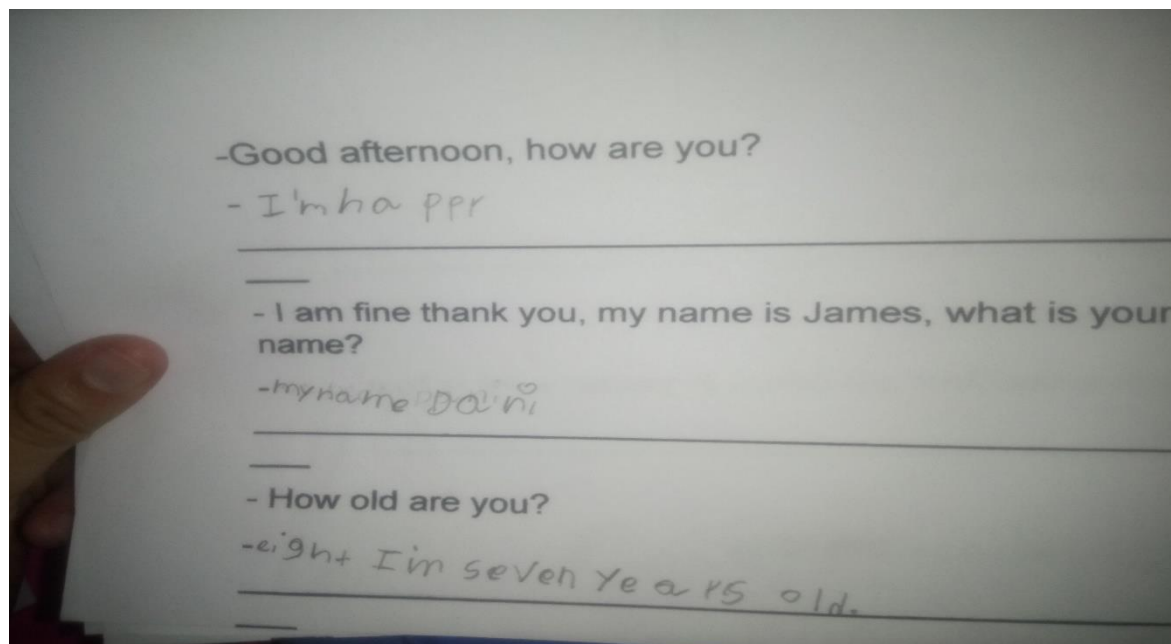
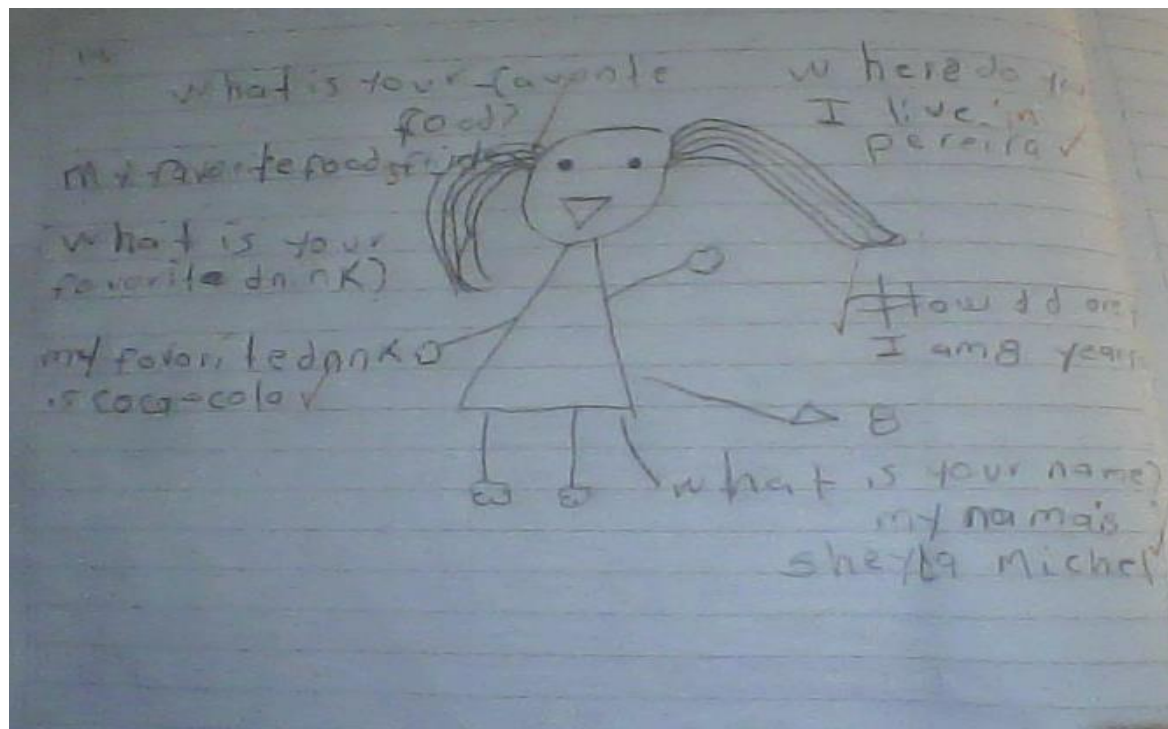
It can be said that teacher could face the real situations and how manage a classroom, how manage time, furthermore, could deal with situations like absenteeism and even after all the limitations throughout the implementation, finally be able to better overcome this type of situations and could have students involved in classes, create strategies to overcome absenteeism etc.

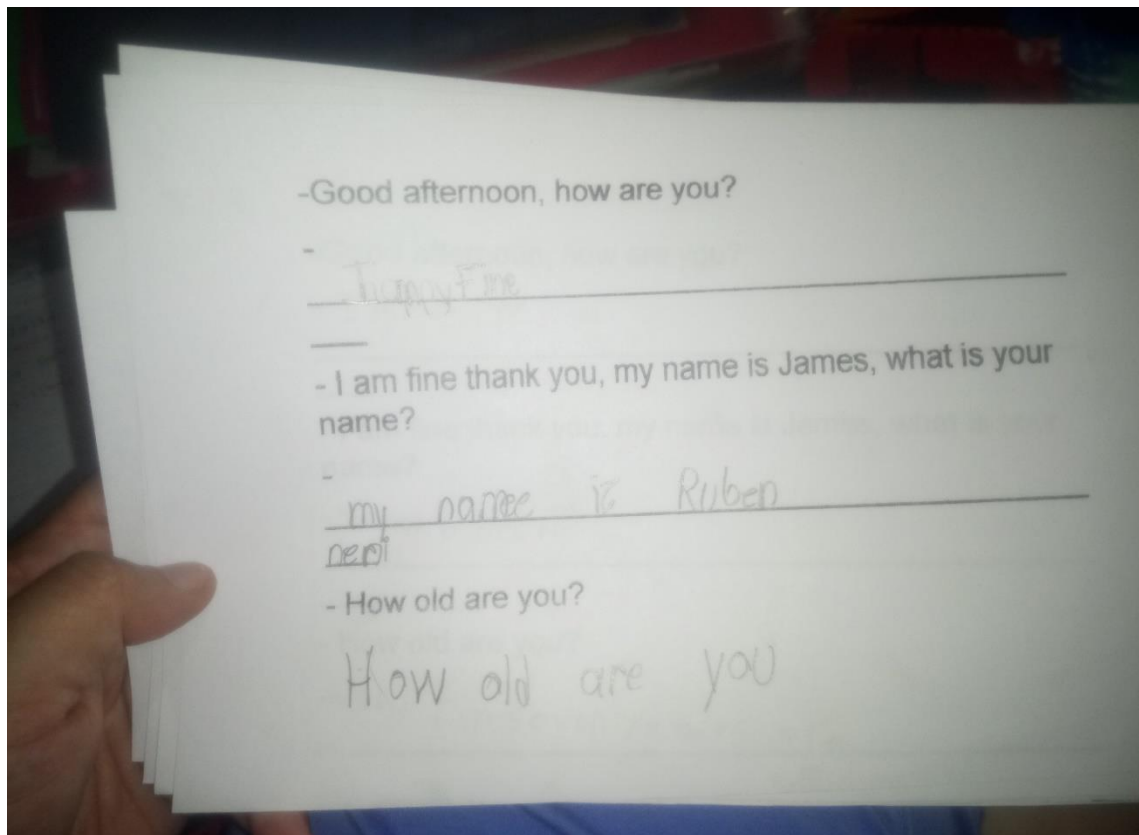
To finish, pre service teacher concluded that games can absolutely be useful in classes, motivates students, raise their participation; even though writing games did not obtain as good results as speaking games, it was evidenced that games help a lot students to raise their levels of speaking and in grammar, furthermore creates a great opportunity for teachers to correct and to peer feedback. In addition, games can help teachers introducing better rules and have students

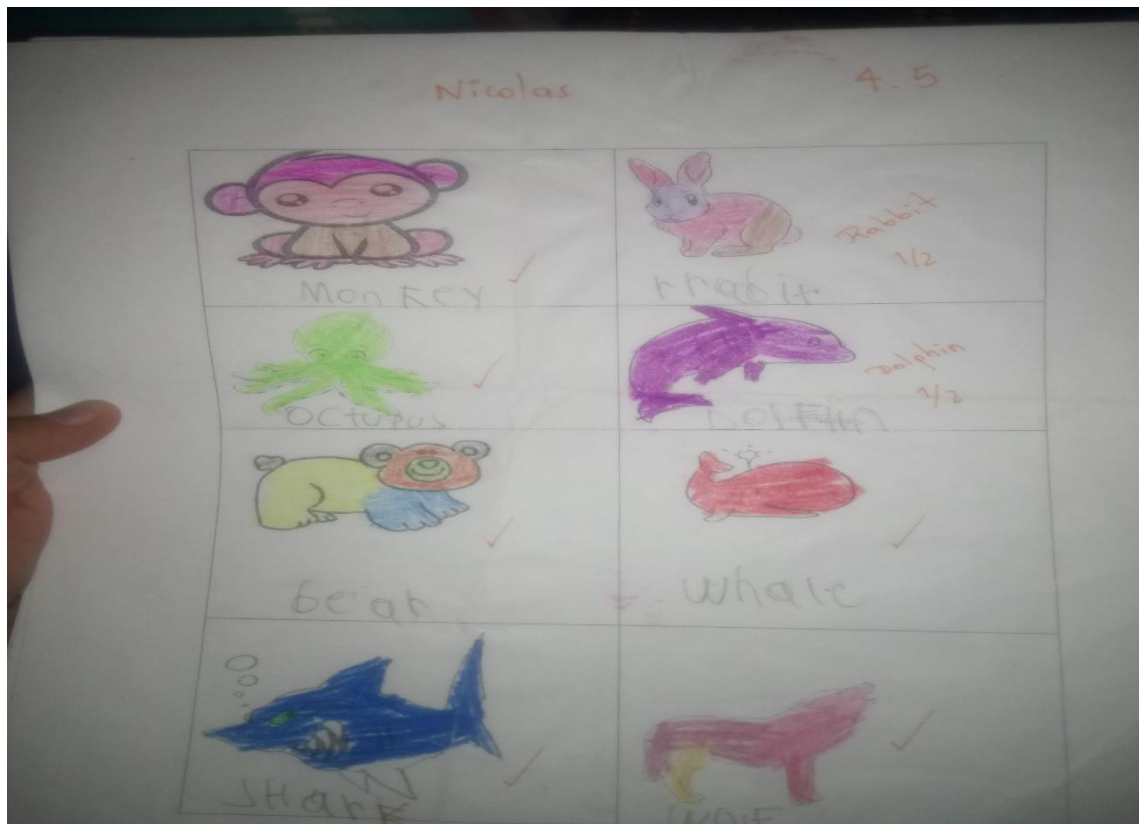
concentrated in the class, moreover it is a great tool because students naturally learn English as games are part of their daily routine. Lastly, the professional development of the pre service teacher was huge, adapting materials, doing lesson plans, adapting games and even learn how to deal with students in the real classroom situations, helped a lot in terms of the teacher philosophy.

11. Appendixes

11.1 Appendix 1 Photos







11.2 Appendix 3 lesson plans

Lesson plan #1

September 8th

Date of the class: September 8 th 2016		Class Number: __1__	
AIM: At the end of the lesson the learners will be able to: ask and Answer questions about personal information such as age, name, and address.			
Assumed Knowledge: Alphabet			
Materials: Small ball, markers, technological poster, notebooks.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*October 29 th Warm up activity 8:30 to 8:35 8:35 to 8:50	Teacher will start the class by greeting the students as they enter the classroom and gesture for them to sit down, teacher will introduce herself in some languages. When everyone has sat down and is ready teacher will say, "My name is ..." Then tell everyone to stand up. Teacher will ask students to do a circle. Teacher will take a ball and will hold it and will say the name "My name is". Then teacher will throw the ball to one student and are supposed to do the same as the teacher. Then the teacher will change the rules of the game, instead of saying your own name students will be supposed to say the name of the person that throw the ball to them. Saying "her name is" same process will be done for all	Students do not understanding instructions Using mimic, modelling instructions	

Tag names 8:45 to 9:00	other questions that will be represented by mimic and an image.	Students does not know how to write their names	
Ask me activity 9:00 to 9:20	Teacher will give a piece of Scotch tape to each student and will ask them to write their names on it	Explain the alphabet	
Practice asking and answering questions 9:20 to 9:40	Teacher will show an image of her and will write her name under the photo, then the teacher will put around the photo answers to the questions how old are you?, where are you from?, what pet do you have? What is your favorite food? What is your favorite drink? What is your favorite color? How many brothers and sisters you have? The idea is that the students try to guess what is the question to the answers written on the board. Once they have guess about it the teacher will write the question on the board and will point to the answer on the photo.		
Classroom rules and useful expressions in the classroom 9:40 to 10:00	Teacher will ask students to do a survey where they will ask to their partners for their personal information and write it on a piece of paper. Here students will have to use the questions and the answers done during the engage and study part.		

Lesson plan #2September 15th**LESSON PLAN**

Date of the class: September 15, 2016	Class Number: __2__
AIM: At the end of the lesson the learners will be able to: Identify, tell and respond to questions related to the members of the family by the use of simple present and the possessive "this" and the possessive adjectives mainly "My"	
Estándares Básicos de Competencias (MEN): Estándar General: Comprendo el lenguaje básico sobre mi familia, amigos, juegos, y lugares conocidos, si me hablan despacio y con pronunciación clara. Estándares Específicos: Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. Indicadores de logro: El estudiante está en la capacidad de reconocer los miembros de la familia y decir los integrantes de la misma, además de responder a preguntas sencillas sobre los miembros de la familia.	

Assumed Knowledge: The alphabet, simple commands, numbers.			
Materials: Flashcards, song, games			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Sept 15 th 2:00- 2:15 1. Warm up- Guess who?	1. Students will be organized in two lines, the ones facing the wall will not know who is the partner behind them, T will organize students so they do not know who is behind, the idea is that when SS turn around say a name the one who guess the partner behind is the winner.	Ss looking at their partners before time Set some rules before the game starts Classroom accommodation	
2:15- 2:25 2. Ground rules	2. Some ground rules will be shared so students know how to behave during the English class, mimic will be key during this part so students understand each rule.	Take some minutes to organize the classroom before the class start, ask students to help moving their chairs	
2:25 – 2:35	3. Some flashcards will be shown to students with the members of the family at the same time each flashcard will be presented with examples like "This is my mom", with the use of mimic and modeling, each member of the family will be presented		
3. Presenting the topic 2:35 – 2:40 4. Writing the members of the family	to students, once the vocabulary is clear T will sing a song called "The wheels on the bus" while singing all Ss will do the appropriate mimic 4. T will show to students the written form of each member of the family, then the T will put the word "Dad" in the mom's picture and students will have to match the word with the correct picture 5. T will ask students to seat and they will play hot potatoes, the student who keeps the ball in his/her hands once the hot potatoes song has finish will be asked to write on the board or pronounce the vocabulary seen through the class		
2:40- 2:50 5. Hot potatoes	6. T will give students some pieces of paper where Ss will have to put the things they like, for example which cartoons, which games, which food, whatever they want to, they will be of course explained how to do it previous to the activity.		
2:50- 3:00 6. Knowing students			
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Students will be asked to bring a photo or a draw of their family members			

Lesson plan #3September 22nd**LESSON PLAN**

Date of the class: September 22	Class Number: __3__
AIM: At the end of the lesson the learners will be able to: Recall the members of the family as well as the forest and sea animals, they will be able to use the verb live to create short sentences with simple present.	
Estándares Básicos de Competencias (MEN): Estándar General: Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen Estándares Específicos: Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. Indicadores de logro: Los estudiantes están en capacidad de crear oraciones sencillas usando el verbo vivir, también de recordar vocabulario aprendido en las clases anteriores.	
Assumed Knowledge: Members of the family, sea and forest animals, commands	

Materials: Board, song, markers, worksheet			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Sept 22	T will stick some flashcards around the classroom, and will explain ss the game simon says, T will say for example "Simon says touch the rabbit" "Find the grandfather" and students need to follow these commands.	Ss do not understand what to do	
2:00 to 2:10		Modeling everything	
2:10 to 2:30			
2:30 to 2:45	Teacher will write the song Monkeys on the bed on the board, and then will teach students the song, using some mimic to help students understand. Students will be given a lyrics of the song to pay on their notebooks and study for the next class		
2:45 to 2:55	Through the use of some examples like "I live in Pereira" "I live in a house" Teacher will explain the word Live and how to use it to create sentences, then the exercise as a homework they had will be corrected on the board. They will be explained that when there are plurals we use the verb in normal way and when we use singulars like Dolphin we need an S on the verb.		

<p>2:55 to 3:00</p>	<p>T will pass around and ask each student to select one flashcard, the learner is supposed to say the correct of the animal and the partner next to or behind will have to say the place where the animal lives, or if the flashcard is about family members will have to say the name of the member.</p>		
<p>3:00 to 3:20</p>	<p>Students will be asked to stand up and start moving their hands their legs etc in order to relax.</p>		
<p>3:20 to 3:30</p>	<p>Students will be given a worksheet where they have to complete some sentences using live or lives for example "Dolphins ____ on the sea"</p> <p>T will pass around correcting Ss sentences.</p>		
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p>			
<p>REFLECTION SESSION:</p>			
<p>What went well? How do you know that? What didn't go that well? What would you do different next time?</p>			

Lesson plan #4September 29th

El estudiante está en la capacidad de reconocer los animales que viven en el bosque y en el agua, además de recordar canciones relacionadas con los animales que viven en el bosque, y entender el vocabulario de las canciones por medio de gestos y mímica.			
Assumed Knowledge: Members of the family, commands, sea and forest animals			
Materials: Song, speakers, markers, worksheet			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Sept 29 th			
2:00 to 2:15 Check knowledge	A game will be played, this game consist on give students a number, then the T will call any number and the student that has that number will come to the front and choose a piece of paper with simple questions like "Where does the dolphin live?" students will be into 2 groups the group with more points will win.	Noise Disorganized students Ss do not want to participate	
2:15 to 2:30 Listening activity	Teacher will play the song monkeys on the bed and will give a worksheet to students where they will have to organize the images according to the sequence of the song by putting numbers from 1 to 4	Use the starts poster to control misbehavior	

2:30 to 2:40 Correction	Teacher will correct the listening exercise and will give general feedback.		
2:40 to 3:00 Description game	Teacher will write some sentences on the board describing some sea and forest animals, through the use of mimic the teacher will help ss to understand sentences and ss will have to say which animal is that. For example: lives on the sea it has eight arms.		
3:00 to 3:30 Painting	Teacher will give students some images of sea and forest animals that ss will have to paint and then put the names of each animal.		

Lesson plan #5November 18th**LESSON PLAN**

Date of the class: November 17 th	Class Number: __9__
AIM: At the end of the lesson the learners will be able to: Use the conversation models to answer to simple questions like "What is your name" "How old are you?" "Where do you live" etc By the end of the lesson students will be able to use the numbers from 20 to 50 when using the simple sentence my number is ____ Students will be also able to ask and answer yes no questions when it is to numbers "Is it number 20? No it is not, yes it is."	
Estándares Básicos de Competencias (MEN): Estándar General: Participo en conversaciones con pronunciación clara y buena entonación Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara. Estándares Específicos: Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. Indicadores de logro:	

El estudiante está en la capacidad de responder y preguntar yes no questions cuando se trata de hablar de números			
Assumed Knowledge:			
Materials: Markers, speakers			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*November 17 th 2:00 to 2:10 Pre listening	Teacher will start the class by playing a game call "My number is", teacher will ask students to do a circle, the teacher will hold a marker on her hand and will say "My number is eleven" and will throw the marker to another students who is supposed to say "My number is ____"		
2:10 to 2:30 While listening	Students will play "frogs game" students are supposed to be frogs who live in an island some papers will be putted on the floor these papers are supposed to be earth while the rest of the floor is supposed to be the sea, teacher will ask students to start moving around the classroom each time they listen a number for example "13" they should stop and stand up over one of the island or papers on the floor and so on.		

2:30 to 2:45	Teacher will paste some images of famous soccer player on the board each one with a number in front numbers from 20 to 50, then teacher will start saying "Is James Rodrigues 20? And this way explain yes no questions so students are supposed to say "No, he is not, he is number 10"		
2:45 to 3:10	Teacher will ask students to write a number from 20 to 50 on their notebooks, then teacher will ask each student "Is it number 30?" and students are supposed to say "yes it is, or not it is not, it is number 40" etc		
3:05 to 3:20	Teacher now will write a number in a piece of paper and students are supposed to guess what number is in the paper by asking "is it number 20? No it is not etc		

11.3 Appendix 2 Games

Games

My name is:

Teacher organize a circle with students, start throwing a ball or a marker to each student saying “My name is _____” then students have to reply the same structure with their names, you can ask students to do it faster or slower. After, change the rules of the games, this time not saying their own names but the name of the person that threw the ball saying “He/she is _____”

Hangman:

The principal idea of this game is to guess what the secret or hidden word is. Teacher thinks of a word, phrase or sentence and students try to guess it by suggesting letters within a certain number of guesses. This game was used to correct students spelling of the vocabulary learned and also to have them completing a whole sentence using the verb live and forest and sea animals.

Simon says:

In this game the teacher takes the role of "Simon" and issues instructions (for this specific class, was to touch X animal) which should only be followed if prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase. Flashcards of sea and forest animals were pasted all over the classroom, teacher started saying “Simon says touch the Octopus” so students do the action.

Think on a number:

Teacher writes a number on a piece of paper, the idea is that students guess the number by using simple present yes-no questions using “is it 7?”. Then teacher can do a variation of it asking students to write a number on their notebooks and having others guessing each other’s.

The best answer

This game consist on give students a number, then the teacher will call any number and the student that has that number will come to the front and choose a piece of paper that contain simple questions like “Where does the dolphin live?” students will be organized into 2 groups the group with more points will win.

Snakes and stairs

Teacher draws the game snakes and stairs in the board, some images are pasted in some charts of the game, the general idea is to organize the group into 2 groups, each group will have a turn to roll the dice they will count and the chart that correspond to the number they got from the dice will have a question for them.

11.4 Appendix 4 Observations

Observation #1

Observation September 8th 2016

What went well?

Observation #2

- Observation September 15th 2016

What went well?

After implementing the class in the classroom, several things in terms of what went well can be said and concluded, first of all that students have lots of energy, they are so competitive which made the games performed challenging for some students and at the same time all of them were engaged, in this “hot potatoes” game, it was really good to tell them that there was a punishment if they did not answer well, so this caused like expectation, it was seen, that when they wanted to participate, they wanted to have the attention no matter what, all of them were trying their best so they could actually guess what the answer was, and it was evident that when they are asked to write on the board or do an activity that requires them to draw or write their participation is enhanced, sometimes during the game I tried to ask them to write a word to see also their understanding in terms of writing and it had a very good impact as they like to write in the board a lot. There was another game rolled in this class, this was a very basic matching game where they were supposed to match on the board the image with the name; this seemed to be a very good activity to check their understanding, to check if they were actually paying attention, because they

matched correctly the words with the pictures so it was very satisfactory. Even Though this “matching game” was used to assess their knowledge, they did not seem to be afraid of being assessed, they just thought it was a game and they were enjoying it, normally in a classroom when you say “exam” everybody is like in panic, but it was good to see that when assessment is a game it totally reduces anxiety.

Even Though some students had some problems matching the words with the image, something that called my attention was that other students helped their partners getting the meaning so they started remembering things in an easy way. It was evident how some students were not engaged at all, however by simply asking them to play with me and help their partners they started to join the group who were playing hot potatoes, I consider this was since students did not understand the instructions and did not understand how to play hot potatoes or they were confused even though I explained it was tingo tango, so I noted that students need clear instructions, and that each activity is modelled so they do not feel frustrated when not understanding the instructions of the game.

What could be done better?

Instructions for the first game called guess who were a mess, instructions were given in English, even though Teacher modelled the activity most of the students were lost, provably because I did not model the game as it should be, so also the level of interest was lost for that particular game, so a better way of giving them instructions could be used, this way the interest and attention of students is not lost. Another aspect that called my attention was how quickly students can get bored with an activity, after several times doing the same activity they get bored, so it is recommendable the next time to have a variation of a game so the same activity do not take too long that students

get bored. It was evidenced, that some students are not interested at all in the class, and they sometimes tend to be lazy and do not do the activities, however it can be enhanced through the use of the stars.

What would you do different next time.

Next time a way to communicate instructions so students can understand what they have to do will be key, probably try saying instructions in spanish could also work. Next time try that all students participate, and always have a second activity or variation of the same activity this way students do not get bored of being exposed to the same game for many minutes but they have several games where they can actually learn and at the same time be assessed.

Observation #3

Observation September 22nd

In this section the principal aim was to recall previous vocabulary learnt as well as assess students' knowledge about previous topics in this specific case "forest and sea animals and the verb live in simple present", some games were used to assess students, which was actually very satisfactory, Simon says was played and some images were placed around the classroom and students were supposed to find the rabbit and touch it, students were very happy I know that because when the activity finished, they asked me to continue playing, so they were very happy and actually the aim of the activity was accomplished, although after playing the game several times it was noticed that students started losing interest in it. During this game I noticed where students had issues, what vocabulary they did not remember etc and this was very satisfactory. What called my attention

during this section, was that when I entered the classroom, students were singing the song I taught them in the previous class, this time I wrote the song on the board and give students a lyrics on the song, were I asked them to underline the words they knew.

Something to highlight from this implementation was the addition of game rules, since this was an activity that required that students were moving all around the classroom, teacher decided to tell students the rules in order to complete satisfactorily the game and be able to win it. One of the rules was to do it in silence, nobody could speak, the other one was that they could not push each other.

All students were participating in the activities; however in this section, one student (May) started talking with the in-service teacher, even if I called her to participate in the class she did not want and in-service teacher also started talking out with her, other two students (Brandon and Nicolas) joined may and they all were talking with the in-service teacher which stopped the flow of the class. On the other hand, other students were very concentrated doing the activities I asked them to perform, for example we were playing with the flashcards were they had to select one of the flashcards and according to the animal say where does that animal live, they were very attentive specially Daniel, who normally is very quiet in classes, they all asked me to continue playing. students were not worried about participating, I say so because even Daniel and Steffany who are very quiet students and very shy, where participating in the game, and also I consider this was a plus as they did not even know they were being assessed through this game, so I consider this lowered their tension, which happen to be actually one benefit of using games in the classroom. I notice that students knew most of the vocabulary and the one they did not know they use Spanish

to communicate the message or even guessing, in addition most of the students were able to do a simple present sentence using live for example “Dolphins live in the sea”

By the end of the class, students were given a worksheet where they had to write some short sentences using the verb live, I notice some students did not wanted to complete the worksheet neither playing hang man, this was probably because some of them recognize words in oral form but they get demotivated when they are asked to write those words, some of them start saying “Yo no se escribir” by the end of the class some of them did not do the exercise.

Next time in order to correct the problems that happened during this implementation, I will monitor students production, helping them to write the different words, if there is not production and there is time I will explain again so students know exactly what they have to do and how to do it, or use another game to do rehearse this sentences.

Observation #4

Observation September 29th

Modelling the activity and instructions during this section was satisfactory, students understood the activity, a game was played where students were adjust into two groups, something that called my attention was the motivation they had, each group wanted to win, they seem so excited while performing the game, the idea of the game was to give one number to each student then call that number and ask that Ss a question related to topics seen, students did their best to answer the questions, each group wanted to win so it made that them do an extra effort to win, and this was actually something very satisfactory for the activity, since all students were participating was a

student center activity where they created their own strategies to win. This class was also used to remember the song and do a listening activity with the song which was something satisfactory they understood what they had to do because of the modelling and I notice that the listening was successful most of them had all the answers correct and just 2 of them had some mistakes that were corrected then when given the general feedback.

It was evident that they were motivated with the activity in groups since all of them wanted to win, they search for the answers they asked their partners, they created some strategies, all of them always wanted to participate, furthermore most of them knew the answers and when they did not, they search and asked the other members of the group. However during this game I noticed that most of the students were complaining and blaming at the students who committed mistakes, and that these students when was their turn again to participate, did not wanted to do it, I consider this was because of they were afraid of being blamed by their partners. During the listening activity since it was to organize the images according to the sequence of the song, students were very quiet and listening, they paid attention to the song and they did what they had to.

Time management during this class was not successful, some activities could not be carried out because of time, because of that the next time I will try to control the time and do not extent the activities so all the activities can be accomplished.

Observation #5

Reflection November 18th

During this lesson some images of famous soccer players were used, this was something that went well since all students like soccer and this was actually one of the reasons of using this, so they were very excited when I was posting the images on the board, they started questioning what we are going to do, what is that for, and that was actually something that call my attention how they start guessing, and how you can have their attention by just using things that they like. Some questions were asked like “what is your favorite soccer player?” and students answered. The idea with the images was to teach the numbers, teacher taught the numbers and then start asking questions like “Is Messi on 11?” this was a very good idea students were very attentive during this activity, they all wanted to participate, although sometimes they did not know the number they try their best to say it, then what I did was to repeat each number and do some pronunciation drills with them. During this lesson we played the game “Think on a number” the idea was to teach through this activity the simple way to ask “Is it...?” and the way to answer “yes it is or not it is not” at the same time assess students about the numbers we learned and that they practice listening at the same time; this game was very successful, I noted that children like guessing, on the game I had to write a number and they had to ask “Teacher is it 11? If not then I said “No it is not” and other student start to ask until some of them guess the number I had written.

I know they were excited because once I started to show them the images of soccer players they started “ay que chevere” “ay james tan lindo” “jese es cuadrado!” and they started asking “¿profe que vamos a hacer?” they all were very attentive they had a lot of expectations even before starting the class. During the second activity that was think on a number, they all wanted me to guess the numbers they write on their notebooks, they all wanted to participate on the game, and when I had a number they started using the patter “teacher is ...?” so I noted that this activity was working.

I brought to the classroom 6 images of famous singers, but I wanted to teach the numbers from 11 to 20 so what I did is that I post the images on the board and give each image a number, but there were numbers missing, so I wrote some names of some students on the board, this was a mess, students start asking “¿profe y el por que y yo no?” another students told me “ Ay no profe entonces yo ya no quiero” and so on, so this affects the class and we lost some minutes while I explained why they were there, something that also happened was that since I give a number to each image for example James Rodriguez 20, students start saying “Profe pero el no es el 20, el es el 10” and this also interrupted the class flow, because of that time that we lost, some other listening activity could not be performed and the review of previous topic could not be done.

11.5 Appendix 5 Journals

Journal #2

It was evident during this section that students were lazy, even though they are able to understand, they always want me to speak in Spanish. Something that called my attention during this section was the ability of some students to understand what was saying in English or probably just to guess the meaning of what I was saying, so I tried to use that in my favor asking those students specifically Nicolas and Dairo to say the instructions that they understood aloud in Spanish so each student understand what they have to do. Even though the previous strategy worked, I realize that during this section I did not model the game before asking students to do it, because I assumed they already know the game, so I thought they will know how to play, therefore the game was kind of a mess because rules of the games or the way of doing it was confusing, so probably because of this students lost interest in the game. On the other hand, during the lesson was evident the level of participation of students, they all wanted to participate, sometimes this tend to be a disciplinary issue, considering that most of the students stand up to participate and have teacher's attention so they can participate; however, I have them seated and they all tried, they were all motivated about playing hot potatoes, this was like an impact in the class that change totally the environment, they all wanted to play a lot , even though some ground rules were previously presented to them like "raise your hand to talk" when they feel they do not have the sufficient attention to participate they tend to stand up to have teacher attention, so this normally stops the flow of the class, sometimes they tend to shout to have teachers attention and this became a mess, everybody then join to start screaming. "Hot potatoes" was a game used in this case to assess students' knowledge about previously presented topic "the family" specially, during this game students showed a high level of understanding, although some showed to be just guessing also was seen that some of the students answered in Spanish instead of doing it in English, this probably was because of their lack of

vocabulary or silent period, I consider this was also good because there is one specific guy who has issues when writing, so he showed himself like very active during the game wanted always to do it, and even though he did not write correctly, at speaking games had a great impact especially in this student. As addition, **It was noted that students tend to get bored easily when a game takes too long; I mean after like 6 rolls playing hot potatoes, teacher started losing their attention, immediately teacher change the game, so it is important to have several games just in case during the class students get bored, and the class do not stop but on the contrary they have different types of games where they can continue learning. Even though the “matching game” performed was not on the lesson plan, this was an alternative that the teacher used in order to avoid losing students attention and it worked fine.**

Journal #3

In this section I learned from the past, this time I modelled the game so students knew exactly what they had to do in the game Simon says, I noticed students were so attentive although 3 students did not participate because they were with the in service teacher talking as she were in the classroom, even though I try to call them to participate in the game, they told me they did not want to and continue talking with in service teacher, I also notice in service teacher did not correct this either, so this affected the flow of the class.

On the other hand, other students were so attentive, participating, motivated they did not want the game to stop, some students that tend to be very shy and very quiet, during this game were participating a lot which was very satisfactory, they were doing their best to continue with the game. Some students when they did not remember something they try guessing or even saying it in Spanish probably because their lack of vocabulary also.

I like very much using game rules, as it made the development of the activity a lot easier, and I notice that students were doing a great effort to keep silent and do not lose the game, at the same time even though this was a kinesthetic activity, this did not convert the class in a mess, on the contrary this provided me with the opportunity to play and have them control.

I notice that even we play a matching game with the words and the images, students showed big tension when they were asked to write something, so I started noticing that games for speaking was really good however it was not promoting writing or spelling, furthermore students started saying “Yo no se escribir” and they felt so unmotivated when it was for writing.

Journal #4

During this implementation, I was very careful with modelling as this is a very important part so students understand what is the game about, I noticed students were very motivated by the use of dices in the classroom, they all wanted to roll the dice, the idea of the game was to correct their use of language with the vocabulary we have learned in previous classes, according to the number they got from the dices, the group is given a question, I was surprised by how students understood the questions easily, and their progress in L2 was evidenced, some students were able to do sentences easily for example Brandon, the question was Brandon, who is your mother? “My mother is Marcela” each time the group got a great answer they got a point, some students like Steven did not know the answer, and students started blaming at him because losing the point, after this Steven stop participating which was one of the difficulties I found in this specific game.

Something to highlight about this particular group game was the great effort each group was doing to win, this kind of created a challenge for each and students were so concentrated all they wanted to win so I consider this raise the motivation a lot.

After doing this game a listening activity was performed, the listening activity contained most of the vocabulary learned, and great results were found there, most of the students were able to organize correctly the images according to the listening.

During this activity was impossible to control the time as a lot of time was used during the game, and this is considered a weakness because other activities could not been carried out because of lack of time.

Journal #5

This class was really good, I was really happy with the results as the progress of students is a lot seen, each time is becoming easier to address them and get their understanding of topics, this time learning yes no questions with “think of a number” game, great results from students, after several repetitions all students were able to ask a simple yes no question, or asking questions. students liked a lot this activity, I noticed that because they all wanted to guess, they wanted to also write a number on their notebooks and that their partners ask them about which number was that, it was noticed that some students when they did not remember the number or the way of pronouncing it, they search for other alternatives in order to communicate the message.

Using the images of famous soccer player had a great impact on student’s interest and expectation, I noticed this caught a lot their attention as they love soccer players and that was one of the reasons why I decided to use soccer players, the results were really good. Furthermore, students were very attentive, participating, and using the vocabulary to formulate and answer the questions which was very great.

It caused a lot of issues using some names of students to play the game, as all of them wanted to be part of the game and this caused real difficulties, because they all wanted to have a number the

same as the soccer players, and this demotivated a lot some students like Salome who did not want to continue playing. Despite of these difficulties the game was performed really well and the results in students use of language was seen

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